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Food Experts At Service Of Volunteers

Harold Rafson of Chicago is chairman of the subcommittee for international technical assistance of the Institute of Food Technologists. IFT is one of the organizations assisting VITA (Volunteers for International Technical Assistance), an organization which supplies answers to Peace Corps Volunteers and others performing development work all over the world.

By Harold J. Rafson

Volunteer Bernard Isaacson, in the Dominican Republic, wanted to know how to bottle tomato juice. An expert with a major West Coast fruit-and-vegetable processor (whose son is a Volunteer, too) wrote him step-by-step instructions on what to do.

Roger Hagler, a Volunteer in Tanganyika, asked how to iodize salt, hoping that iodization would alleviate a health problem there. A salt specialist, with more than 25 years' experience, replied giving simple, explicit instructions.

Volunteer William Fitzpatrick in Peru had trouble dissolving milk powder for 17,000 daily rations for children. A food technologist of a major dairy corporation replied. Fitzpatrick is now dissolving a ton of milk powder a day (about 40,000 rations) and says it is no problem since he received information advising the use of simple equipment. [See page 5 for exchange of correspondence on this problem.]

How was this expert advice obtained to support Volunteers in the field?

Just over a year ago the Institute of Food Technologists agreed to handle all food questions received by VITA (Volunteers for International Technical Assistance), a nonprofit organization of scientists and engineers who assist persons seeking to raise living standards in other countries.

IFT is the professional society of the food business. It has more than 1500 members in chapters in five countries. They are technical specialists concerned with food production, handling, processing, preservation, distribution, pack-

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600,000 Books Shipped Overseas in Recent Weeks

More than 600,000 books have been shipped to Volunteers overseas in recent weeks as part of a Peace Corps program to make the work of Volunteers more effective in their schools and communities.

The books are mainly school texts and reference and technical books useful to Volunteers in classroom teaching or in other jobs.

Trade books—fiction and nonfiction—have been sent out in small trunks as a collection, in order to give Volunteers leisure-time reading matter and to help them set up, when possible, community lending libraries.

Except for volumes in these "book-lockers," the Peace Corps does not buy for Volunteers' use any books not directly related to their work.

Best estimates are that more than three million volumes have been sent abroad since the first Volunteer went on duty in September, 1961. Of these, the Peace Corps has sent almost two million—all of them new, many of them donated. Another million or so have been sent by private sources.

From the first, a great need for books,

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Under a new procedure, Volunteers can inform Peace Corps Representatives of books (by category—e.g., science or fiction) needed for teaching use or for community libraries. The request, if approved, is filled from a supply in the U.S.—currently 500,000 books, almost all received as gifts—and the books are sent to them by surface freight.

Volunteers usually can obtain foreign-language and graded-English publications from bookstores in their host countries more easily they can from the U.S.

PRESIDENTIAL RECEPTION at Accra, Ghana, gave the Peace Corps' first-in-service Volunteers an opportunity to meet Kwame Nkrumah (left) just before the end of their two years there. President Nkrumah shook Volunteers' hands, thanked them for their service, and twice urged one science teacher to remain in Ghana. Guests are (from left) Dorothy Vellenga, New Concord, O.; Arnold and Marian Zeitlin, Pittsburgh, Pa.; Field Officer Donald White; John Buchanan, Englewood, Fla.; Thomas Livingston, Wood Dale, Ill.; Valerie Deuel, Berkeley, Cal.; and Peace Corps/Ghana Administrative Assistant Lillie Gates. Volunteers served as secondary-school teachers.

Another Opinion

Volunteer Life Called 'Unsentimental Education'

The following article ran in the June 1 issue of *The Economist*, a British magazine, under the headline "Unsentimental Journey." The article is reprinted here with permission.

From a Correspondent Recently in Africa

The Americans who converged on Monrovia in April for three days of meetings might easily have been mistaken for young corporate executives planning a new business campaign in Africa. In this instance the corporation was the American Peace Corps and the young executives its directors from ten West African and two North African countries; flying over from the home office in Washington to preside over the meeting was the chairman of the board himself, Mr. Sargent Shriver.

The major difference, of course, between the Peace Corps and a large private corporation is that for the former profits have nothing to do with money. A profitable or successful programme is one in which the job gets done, whether it involves road surveys in Tanganyika, heavy construction work in Tunisia, medical technology in Togo or teaching in schools throughout most of Africa; it is also one in which administrative and personnel difficulties are lived with, if not actually overcome. The index of success is the request, from the "host country," for more volunteers. By such a standard the Peace Corps is an unqualified, thumping success, for each one of the sixteen countries in Africa, where 1,453 volunteers—475 women and 978 men—are working, has requested more; equally, it is fair to say that, within reasonable limits, "the job is getting done." For an idealistic programme, the Corps is run on rather practical, hard-headed business lines.

Its problems and frustrations are not very different from those which a large firm encounters when it signs a contract with the government of a new country: administrative skills are scarce, telephone and postal communications are erratic, at best, and disease and problems of health are endemic. But the Corps likes to add that its personnel problems are more complicated. For the volunteers are often young, unfamiliar with the country and the situation in which they find themselves and, more to the point, they are untried and untested as men and women. To be blunt, many of them have reached their majority, but not their maturity as yet, and a number of them have been placed in isolated communities, where the loneliness and the break with the habits and needs of their past create obvious psychological pressures. Not surprisingly, then, disaster always lurks around the corner.

One real or imaginary insult to a government (such as the incident of the tactless post card in Nigeria) and the Corps may be threatened with eviction from countries which have only just begun to cease regarding it as neo-colonialist. A succession of serious casualties and deaths (there have been six deaths in the field to date) and the staff itself may well decide that the risk is too great, the price too high. A sudden epidemic of unmarried pregnancies (there have been only a few) and Congress may ring down the curtain abruptly. In Nigeria, the physician of the Corps has charted the cycles and regions where major diseases occur. Like a travelling salesman, he takes to the road inoculating all the volunteers before the season begins. He spends four-fifths of his time in transit and so far there has been no major illness in the Corps in Nigeria. He, however, has lost 20 pounds. In several countries the local school official has importuned, all too ardently, some of the younger female teachers. How does one of them say no, without creating an incident? In one country she informs the man's wife; in another she employs judo; in a third, she is transferred to another town.

Unfortunately there is no manual to go by, no governing principle to follow. Ultimately, the administrators are fond of saying, the programme works because of the "kids." They are on their own, they deal with the headmasters and the students, they initiate the community projects, they know the people. In Africa they are usually between 21 and 25 years of age, though there are three volunteers over 50 and nearly 200 who fall between the ages of 26 and 40. Two-thirds of them are teaching, mostly in secondary schools. Perhaps the most extraordinary thing about "the kids" is precisely how ordinary they are. Relatively few are intellectuals; many come from small towns and rural communities in the midwest and far west. They are for the most part unsophisticated and inexperienced; only a small fraction has ever been outside the United States before. It takes them about two months to realize that "what we are doing has little to do with democracy or teaching the American way of life"; and then another two months to realize that "what we are doing isn't going to change the shape or destiny of the country." After that one either "calls it quits and goes home or remains and sticks it out." Since fewer than 25 out of a total of more than 5,000 volunteers have returned home, the reasons for "sticking it out" must be strong and persuasive. [In the first 17 months of Peace Corps operation overseas—roughly the period referred to by this writer—116 Volunteers returned home for all reasons.—THE VOLUNTEER]

For some, the chief attraction appears to be a new experience, slightly exotic, like a strange and peculiar fruit. For others, it is a challenge, a term of trial, in which they are forced to stretch their talents, their resources and their character. In the process, for the young and not so young, the experience seems to provide an opportunity for exercising responsibility and initiative. Many take on additional jobs. In Liberia two young teachers have organized eleven adult education courses in an effort to teach all the members of their community to read and write. A teacher in Ghana now devotes part of his holiday to showing the farmers how to clear the land before planting a new crop, instead of simply burning all the shrubs away. In Nigeria a handful of secondary school teachers with American degrees in law is preparing a systematic record of Nigerian case-law. These instances are more the rule than exceptions to it.

Yet despite the responsibility and the involvement, the volunteers often hint that their view of the real value of the Peace Corps is rather different from that held in Washington. The concern in Washington for more projects, new countries and a greater number of volunteers in the field suggests a belief in the efficacy of the programme but it also reflects a desire to increase the organization's power, making it larger and more important than it is at present. The volunteers also question the Washington theory that if they are living an austere life—in a mud hut, with no air conditioning and a healthy supply of rats scurrying about the place—then the project must be a success. They contend that living conditions have little to do with the success or failure of the Corps. And far from having any significant contact with the adults in the community (another sign of success for Washington), many of the volunteers have few friends among the local teachers and villagers.

They are willing to grant that the presence of teachers and technicians is valuable to countries all too short of such skilled manpower. As such, they believe that they are making some kind of contribution and "of course it is the justification of the Peace Corps for being." But in the end, they feel, the value to themselves and to the United States will be far greater. They are receiving a practical and most unsentimental education, one which forces them to redefine their assumptions as well as their character. The experience and the knowledge gained, they will tell you, can only serve to strengthen and refurbish their own country. They may very well turn out to be a new breed of voter, a new kind of citizen.

Trainees Study Television, Law, Administration

Peace Corps training for three unusual programs was under way in August for fall entry into service.

Thirty-four participants in the educational TV project—18 Americans and 16 Colombians—underwent training at the University of Nebraska's KUON to assist in educational programming at HJRN, an already fully operational station in Bogotà. Trainees at Nebraska studied set repair and videotape maintenance, and participated in every phase of station operation—in Spanish.

A coming Peace Corps program will train 50 teachers to utilize educational TV in Colombian classrooms. The government estimates that 85 per cent of Colombia's population can be reached through TV transmission.

In another unusual program, two dozen lawyers wound up their Peace Corps training with three weeks at Yale, where they studied in a program exclusively devoted to African law.

The Peace Corps lawyers will go to Ethiopia, Sierra Leone, Nigeria, Nyasaland, and Liberia. Their goal is to help to improve professional education and the administration of justice within the newly developing legal systems of these countries.

The lawyers had already undergone regular Peace Corps training for their specific countries before going on to Yale.

A third program, at Syracuse University, trained about 35 Volunteers in public administration for assisting positions in various government offices in Liberia. The trainees, all college graduates, had degrees in such fields as public or business administration, political science, or accounting.

Volunteers Serving in Asia Receive Magsaysay Award

The 1400 Peace Corps Volunteers serving in 11 Asian countries have received the 1963 Ramon Magsaysay Award for International Understanding.

On behalf of the Volunteers, Sargent Shriver flew to Manila to accept the award on Aug. 31.

The award was established in 1958 to honor the late president of the Philippines. In the words of the Magsaysay Award Foundation, the award goes to persons in Asia who exemplify Magsaysay's "greatness of spirit, integrity, and devotion to liberty."

The Volunteers were elected to receive the award because of their contribution to understanding among people and their service to the cause of peace and humanity in a direct and personal way, the foundation said.

The citation also said: "The problem of achieving peace amidst the tensions and dangers of a nuclear age occupies the mind of much of the human race, yet few within it discover a useful way to contribute. In reaffirming the essential community of interest of all ordinary people, regardless of creed or nationality, the Peace Corps Volunteers belong to that small but growing fraternity who by their individual efforts do make a difference."

The award specifically cites "persons in Asia," but the foundation's trustees also commended Volunteers serving elsewhere.

The Magsaysay Awards usually are bestowed annually in four other fields: government service, public service, community leadership, and journalism and literature. An honorarium of $10,000 normally accompanies the award in each field.

The only American ever to receive a Magsaysay Award before this year was Genevieve Caulfield, cited in 1961 for nearly 40 years' service to the blind of Asia.

Danish Workers in Training

About a dozen countries already have overseas volunteer-service programs like the Peace Corps or are planning them. Denmark is training 20 volunteers who are expected to be in the field by this fall in agriculture, health, and building projects. A 100-man French group of volunteer workers is to start training before Oct. 1.

EYEING THE LINE, Volunteer Richard Grobe of Boulder, Col., helps students who are building house. Grobe, one of 32 Volunteers serving in Jamaica, teaches carpentry at rural youth camp.

Volunteers Help In Ferry Rescue In West Africa

Two Peace Corps fishermen assisted in the rescue of several dozen persons after a ferry had broken down in the flood-swollen Mono River, in the West African country of Togo.

The Volunteers, Michael Ruggiero (Bristol, R.I.) and Vito Blonda (South Essex, Mass.), were summoned upcountry at midnight some three days after the ferry had become stranded in midstream. Several passengers attempting to reach shore in a liferaft had been swept downstream and out of sight.

Arriving at dawn, the Volunteers put outboards on rafts and started ferrying passengers ashore. They repaired the engine of another craft so it could assist in the rescue effort, and then headed downstream in search of the missing liferaft.

They found survivors, whom they transported to safety, and then Ruggiero and Blonda returned to the ferry and unloaded the cargo of chickens, eggs, bananas, and manioc. On completion of the rescue, government officials and a large crowd of spectators congratulated the Volunteers.

BLIND SCHOOLCHILDREN examine sculpture and other artifacts of visitors' gallery of Sierra Leone Museum by touch. Their tour guide is (right) the assistant curator, Gary Schulze.

Sierra Leone's Cultural Relics Find a Home Of Their Own

Volunteer Gary Schulze of Brooklyn, N.Y., received a B.A. in international relations at New York University in 1960. Before joining the Peace Corps, he was working at two part-time jobs and doing graduate study in international relations at Columbia. In Sierra Leone, he served first as a teacher before going into museum work.

By Gary Schulze

Sierra Leone is a small country about the size of our state of West Virginia. It lies on the coast of West Africa, bordered by Guinea on the north and Liberia to the south. It achieved independence in 1961 after 150 years of British rule. Freetown, the capital, was originally founded as a home for freed slaves who had been carried from America to England after our War of Independence.

The vitality of the culture and traditions of the people of Sierra Leone is reflected in their dances, music, and arts and crafts. The indigenous dancing, singing, drumming, and wood-carving are, to a large extent, related to the country's secret societies, particularly the men's Poro and women's Bundu societies. The two largest ethnic groups are the Temne and Mende tribes, the latter producing some of the finst wood carvings in West Africa.

For the past 19 months I have been serving as assistant curator of the Sierra Leone Museum in Freetown and as secretary of the Monuments and Relics Commission. Until six years ago Sierra Leone had no museum. With the exception of antiquities taken to Europe during the colonial period, her historical relics were scattered about the country collecting dust and mold in government warehouses while her ethnographical treasures were being destroyed by weather and insects. In 1957, the museum was established in a small building which had served in days past as a station on the railway which transported British colonial officers to and from their homes up in the hills behind Freetown. From the outset, the museum has been controlled by a private organization, the Sierra Leone Society, although it receives funds from the government. Its policies are set by a committee consisting of senior civil servants, including the director of broadcasting, the principal of Fourah Bay College, and the chief education officer. I have been responsible to the chairman, a retired physician. Unfortunately the members are so occupied with departmental duties that they have had little time to spare to museum work. Neither the committee nor the permanent staff (a technical assistant, an office clerk,

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Tell Us Need, Food Experts Bid Volunteers

(Continued from page 1)

aging, and marketing; with the acceptability of the foods they produce and their nutrition.

The subcommittee of which I am chairman is the link with VITA. We find the technical experts for VITA's food problems. Since last winter we have assisted in 18 requests by Volunteers, of which the above three problems are examples. We have also helped U. S. missions overseas, United Nations groups, missionary and voluntary aid agencies.

IFT, at its anual convention a few months ago, established its committee on world food programs as a permanent body and gave it strong support for expanded activity.

Further, the subcommittee has established a roster of 350 food specialists willing to consider overseas assignments. We have also provided food experts to talk at Peace Corps training programs.

We are glad to assist Volunteers in solving food problems. But allow me to make a few recommendations on how you can help us help you better. All questions which we have received have been perceptive and sincere, but one frequent error—which can cause delay or wasted effort—is this: a request that seeks help on a specific solution to a problem while at the same time failing to provide a full picture of the problem itself.

Ask yourself what the *need* is. For example, if you find fish being harvested and spoiling, *you* may decide that it would be good to have a fish cannery. But the *need* is a means of preservation of fish or of improved distribution. Drying or salting may be more suited to solving the problem (cans may be costly or unavailable). Or possibly the solution may lie in a simple ice-making machine to enable fresh fish to be shipped inland. When you write, include as much information as you can about the situation. Be as specific as possible in discussing sizes, weights, distances, capacities, and be sure to include your own ideas on possible solutions.

Send your inquiries to VITA (1206 State St., Schenectady, N.Y.), which serves as a clearinghouse for technical problems, not only those dealing with foods. An IFT food expert will write back to you directly. The more information you include in your first letter the better and quicker his help can come.

I will be happy to send further information about IFT and its activities to anyone who is interested. We look forward to helping more Volunteers and to hearing from them the results—if any—of our help.

The Great Solution To a Milky Mix-up

The following exchange of letters describes the request of Volunteer William Fitzpatrick for assistance in a program of mass feeding. Portions of the letters relating to alternative techniques and to sanitation controls have been omitted.

VITA
Schenectady, N.Y.
Dear Sir:

Nov. 20, 1962

According to an article appearing in the Peace Corps newsletter of June, your organization is willing to assist Peace Corps Volunteers with their technical problems. If I may, I would like to avail myself of your help.

But first a word about our work here. Under Public Law 480 the U.S. government provides Peru with surplus foods, namely, dried milk, corn flour, bulgur wheat, and vegetable oils. The Peruvian government also contributes foods and has charge of transportation, preparation, and distribution of this food to primary-school children throughout the country. Our group of Volunteers assists the government in this work.

More specifically, here in Lima we prepare 17,000 rations of cornmeal mush and hot cocoa each morning for slum children. The preparation is done in four central kitchens each school day. My job is to help control the preparation of this food.

The School Feeding Program will be increased in 1963, and we hope to provide breakfast for 50,000 children in Lima alone. The Peruvian government officials have told me they will provide the power, labor, and any special equipment for the realization of the plan.

The preparation of the cornmeal mush is easy enough, but we have difficulty with the milk. This is the process presently being used:

a. The powdered milk is dumped into a 50-liter can of cool water while another man stirs it (1 lb. milk to 1 gallon water).
b. The milk is strained through a wire screen.
c. The milk is heated in steam-jacketed kettles.
d. Sugar and cocoa are added.

The mixing by hand is both laborious and unsanitary. It takes a lot of labor to get all the powdered milk to dissolve with the water even with four men beating hell out of it with paddles. Almost always we have that yellow curd left over from the straining. We are also unhappy with cocoa that does not completely dissolve. After several hours, too much of it seems to settle to the bottom.

I understand how dried milk is made (i.e., removal of water, hot-flash method, etc.) and the process of homogenization, but the reverse process has me stumped.

Yours truly,
William Fitzpatrick

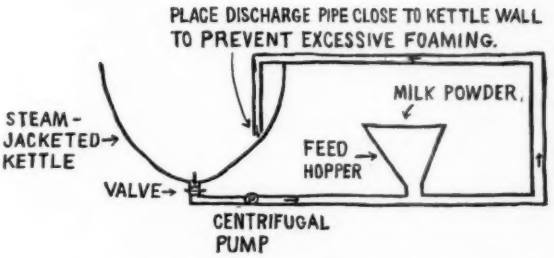
Dec. 14, 1962

Mr. William Fitzpatrick
c/o Peace Corps Representative
American Embassy
Lima, Peru

Dear Mr. Fitzpatrick:

Your letter to VITA has been forwarded to me. First of all, let me offer my personal compliments to you for what sounds like a most worthwhile undertaking. Anyone preparing 17,000 rations under the conditions you describe is certainly doing an excellent job.

Now, in regard to your difficulties in dissolving milk powder and cocoa, I am enclosing a sketch of a rather simple arrangement which involves recirculating water through a pipe connected to a large funnel or hopper. The powder to be dissolved is merely dumped into the hopper and the action of the water passing through the pipe continuously draws in small amounts of powder, resulting in rapid and thorough mixing of powder and liquid.



As you can see from the sketch, the only mechanical equipment needed for this device is a pump. A simple centrifugal pump of the sanitary type commonly used in dairy plants (which you are probably familiar with) is quite adequate. The size of the pump will depend on the size of piping. I would suggest that a minimum pipe size of 1½ inches (3.81 centimeters) and preferably a 2-inch pipe (5.08 centimeters) be used.

Now in regard to the settling out of the cocoa portion of your product, the best and simplest answer to this problem is to add some type of gum or thickening agent which will increase the viscosity of the drink and thus retard settling of the cocoa particles. You see, a considerable portion of cocoa is fibrous material which is relatively insoluble in water so about the best that can be done is to maintain it in suspension. I am not sure what type of edible gums you may have available in Peru, but such things as locust-bean gum, guar gum, gum arabic (acacia), or even plain cornstarch will provide the desired thickening effect.

The gum should be used at the rate of 0.1 to 0.2 per cent by weight of your finished drink and cornstarch at about twice this level.

Very truly yours,
John F. White

Feb. 26, 1963

Mr. John White
Research and Development Div.
National Dairy Corp.
Glenview, Ill.

Dear Mr. White:

Thank you for your letter of Dec. 14, 1962, and please forgive my very late reply. We have been in a rush period the last 60 days. Let me bring you up to date.

Shortly before Christmas the Peruvian government (Ministry of Public Health and Social Assistance) decided to centralize food production in the Lima area into one modern plant. A law was passed, site chosen, contract let, and construction started. As the ministry food "expert," I helped lay out the plant, chose the equipment, and am now in charge of production. We started producing Feb. 15: 20,000 rations of cocoa and cornmeal mush daily. On Apr. 1 we go up to 40,000 rations daily.

Our new installation is suffering from birth pains. We have breakdowns of one sort or another every other day. Despite our technical difficulties the food has never been prepared so economically and with such care for sanitation. We are rapidly gaining in experience what we lacked in knowledge.

Our recipe calls for the use of slightly more than a metric ton of nonfat dried milk each day. I am using a recirculation system based more or less on the sketch you sent me. The information has been invaluable and I thank you sincerely.

Any recommendations or further advice would be more than welcome. Thanks again.

Yours truly,
William Fitzpatrick

Peace Corps Volunteers serving in

TURKEY

must face set of problems presented by a country NOT underdeveloped

EAGER RESPONSE meets questions of Michael Jewell (Toronto, Ont.) at English class in Kirikkale. Boys' student caps line shelf in the rear of the classroom.

HORSE-DOCTORING by Turkish farmers is observed by two Volunteers who for a time did extension work in villages near Ankara. They are David Kunkel (in glasses) of Pocatello, Ida., Robert Nunn (next to Kunkel), Edinburg, Tex.

TURKISH DELICACY is yogurt, being bought here by Margaret Gall. She and her husband, Allan (Yankton, S.D.), teach English in a school at Cankiri. Storekeeper carries American brands of soap and sundries.

David Weinman of Takoma Park, Md., is Associate Peace Corps Representative in Turkey and was Acting Representative for the Peace Corps' first year in Turkey. He received his B.A. in Near Eastern studies from Amherst College in 1955, and in 1962 received both an LL.B. and an M.A. in Near Eastern studies from the University of Michigan.

By David N. Weinman

The phrase "in transition" is often applied to underdeveloped countries, but at this point we can apply it to the Peace Corps effort in Turkey, for the initial contingent of 39 Volunteers—here since September, 1962—is this month being augmented by 90 or more Volunteers to be followed in early November by a third group. In terms of growth, then, the Peace Corps in Turkey can be labelled a success. This, however, does little to explain what has happened to the Peace Corps here in the past 12 months.

Turkey at present is certainly in transition as it attempts to establish itself on a sound, progressive social and economic footing. Persons who have only a nodding acquaintance with Turkish history are aware that from the 1500's to the early 1900's, Turkey, as represented by the Ottoman Empire, was a world power of the first magnitude.

The early years of this century, however, were a bitter and trying era for the Turks. The gradual disintegration of the Ottoman Empire was completed during World War I, and the idea of Turkey as a sovereign state was only restored through the dynamic leadership of Ataturk after a series of humiliating defeats.

Ataturk revitalized the Turkish nation and provided it with imaginative goals to be pursued in its development toward a strong nation-state. The United States became a close ally of this emergent Turkey in the postwar years, and these ties have been solidified in the past 15 years as many Americans have become familiar with Turkey through service here.

With this background, one would think that establishing a Peace Corps program in Turkey would be easy as compared with our entry into other countries. In fact, this has not been wholly true, and the Peace Corps Volunteers have been learning that assignment to a relatively well-developed country presents its own set of problems.

Lessons Began Early

The lessons began, for instance, shortly after the Volunteers debarked from the jet liner, when they were warned not to expect to find a country ready to throw open its arms to them. Officially the attitude of the Turkish government could be described as favorable but formal. A certain segment of the population had become aware of the *Baris Gonulluleri* (Peace Volunteers) through the publicity given to the signing of the program agreement by Vice President Johnson and Foreign Minister Erkin, but for the most part the Peace Corps remained unknown, or was considered as simply another extension of U. S. aid.

The Volunteers quickly realized that

Turkey Facts

Turkey, the geographical and cultural link between the East and the West, covers an area of 296,500 square miles (nearly twice as many as California)—287,500 square miles with 90 per cent of its population in Asia and 9000 square miles with 10 per cent of its population in Europe. Because of its geographical position, Turkey was as important in the ancient world as it is today. At various stages in its long history it has been either invaded, conquered, or settled in by the Hittites, Seljuks, Phrygians, Persians, Greeks, and Romans; in its own heyday, it either invaded or conquered or settled in an area which eventually extended from Algeria around the Mediterranean and Black Sea to Vienna. In modern Turkey, industrialization is becoming more and more important, and Turkey is now the leading producer of chrome as well as a large producer of manganese, lead, and zinc. But Turkey is still largely an agricultural country with 77 per cent of its 30 million people drawing a livelihood from agriculture — mostly tobacco, cereals, cotton, and olive oil. Although there are three large cities—Istanbul, Ankara, and Izmir—and many rapidly growing towns, 70 per cent of the population still lives in the 40,000 villages scattered over the country. The Anatolian Plateau, which describes a large circle with Ankara as its center, is ringed by high mountains on the north, south, and east. The more fertile portions of land are along the Aegean and Mediterranean coasts. The government of Turkey is parliamentary with a prime minister. Although the country is 97 per cent Muslim, church and state are separate.

the ideas they carried of the underdeveloped world would be revised in Turkey, where physical deprivation has not been a major issue. This was summarized by one Volunteer who told of wondering which village would be his as he travelled by train to his assignment. He was quite astonished to find that his destination was not a village at all but a thriving city of 40,000 persons.

31 in Service

The Peace Corps group has consisted of 31 Volunteers who have taught English in secondary schools and eight agricultural Volunteers. The English teachers have been located in "middle-sized towns" ranging in size from 14,000 to 150,000. While the Volunteers have not encountered difficult physical conditions, they have met a number of more intangible and vexing problems.

The teachers found no lack of enthusiasm on the part of the students, adult or otherwise, toward learning English. This eager desire to learn English often developed from a view that to know English was to transform one's station and opportunities in life. The Volunteers themselves note that a future problem they or their successors may face is the disillusionment which can set in, particularly with adult students, as they discover that English is both extremely difficult to learn well and at the same time may mean little in changing their economic situation unless other factors are also present.

It is clear that of the more than 10,000 students taught by Volunteers last year, only a fraction will learn English to the point where it is a working tool. Yet both we and the Turkish government feel that the Volunteers are filling an important role in ensuring that this fraction will have access to the doors which English can open in the scientific, commercial, or governmental world.

In addition, like Volunteers the world over, our teachers and technicians have introduced Turks to America and Americans to a degree hitherto unknown in their towns. Despite the relatively long association of Turkey and the U. S., most Turks living outside the major city areas lack basic information and ideas about America. Two Volunteer teachers were, for example, the first Americans ever to reside in Bursa, a city of 150,000.

If living in mud-hut conditions has not been an issue, the Volunteers have not lacked for other challenges. It seems quite clear that life in a city holds equally strong frustrations and disappointments. The omnipresent problem of large classes of 60-90 students crammed into a small room has left our Volunteers still wondering how much English they are really teaching, how they curb the fully accepted brands of cheating, and how they spare the rod without losing control of the class.

Joined to the classroom hazards are the obstacles raised by a relatively more rigid school system. How does one explain to a school director that an English club has other benefits than simply expediting the learning of English? How does one point out that adult classes are not intended as an opportunity for a few to enrich themselves by charging admission for the course? The Volunteers now have their own answers to these questions and are eager to return to class in the coming year to apply the hard lessons of the first year. It will always be difficult, however, to realize that their supervisors' primary criterion of good teaching will probably remain whether the teacher kept the class under control rather than how English was taught.

Creating Own Jobs

The agricultural technicians have encountered an even more difficult situation than the teachers. There are many frustrations to teaching, but it is at least a "structured" job, one with definite hours and definable duties. The agricultural Volunteers, to the contrary, have had to create their own jobs in a society which prides itself on having somewhat sophisticated agricultural knowledge. "Experts" are understood, but what is "middle-manpower"?

The Volunteers have seen that learning Turkish is a must, as one cannot count on meeting agricultural officials or villagers who know English. At the same time the Turks have been reluctant to speed up the learning process by providing the Volunteer with access to the village.

We hope that the truly pioneer efforts of this first group will open doors to future Peace Corps participation in community development and in an enlarged agricultural program. The present group, though, is hard put to accept the fact that its contribution to agriculture will not be evaluated in terms of chickens raised or irrigation ditches constructed. Rather they must be satisfied with the realistic hope that their patience and flexibility will probably open the road to more productive programs.

As we sit to consider the year-later question "Has the Peace Corps been successful in Turkey?" we believe the answer is yes. In terms of its requests for more Volunteers and of its increasing support of the Peace Corps this past year, the Turkish government has given us a partial answer to our question. Letters from institutions in Turkey requesting the services of Volunteers indicate that the Peace Corps idea has spread and become widely known.

We on the staff are quite pleased with the pioneer Volunteers. All of us are eager to undertake upcoming programs which will bring Peace Corps home economists, nursery-school teachers, nurses, social workers, and commercial-education teachers to Turkey for the first time.

HANDMADE SENTENCES are sometimes featured by Volunteer Allan Gall (Yankton, S.D.) in teaching English class at school in Cankiri.

Over the 12 months, Volunteers here have been providing information for the new recruits, and all now look forward to the opportunity to work with the new groups this month.

Language a Problem

There are surely problems ahead, and one of these will be that of language as we move into areas, like agriculture, in which a knowledge of Turkish will be mandatory for success.

In fields such as social work, the Volunteers will be augmenting a profession which has no more than four or five trained workers, and this means there will again be the necessity for Volunteers to carve out their own jobs. There is the danger that nurses brought here to teach will find themselves pressured to meet the lack of nursing skills by doing routine nursing work themselves.

The midpoint of the first Volunteers' tour, however, provides a good vantage point to place the Peace Corps in perspective: frustration, progress, and hope, and the greatest of these is hope.

Copy for the Turkey section was gathered and edited by Nan and Jim Borton (Alexandria, Va.) who teach at Bolu.

But We're Not 'Germans'

Volunteer Michael Jewell of Toronto, Ont., received his B.A. in history from Marietta (O.) College in 1962.

By Michael Jewell

While unloading our luggage from the top of the Volkswagen bus, in front of the Kirikkale high school, our driver cut his finger on the luggage rack. Warren Kinsman (Kennebunkport, Me.) pulled out his medical kit and went about cleaning and binding the small wound. It was a hot, dusty late afternoon in September, and we were hemmed in by the din, dust, and presence of the market right across from the school.

Within moments we attracted a crowd whose size and attentiveness would have made any merchant jealous. In addition to the fact that we were foreigners, we gained magnetic power from Warren's six-foot-plus frame, his bright red hair, and the fact that he was unwittingly giving a first-aid demonstration. In retrospect it is clear that to this crowd we two and David Long (Jasper, Mo.) were a group of Germans coming to work as advisers in one of Kirikkale's six factories.

Since the last war Kirikkale has grown from a small village to a huge center of government ammunition and gunpowder factories. In 1955, 27,000 persons lived in Kirikkale. In the last official census in 1960 the figure had jumped to 43,000. Now the population is estimated to be more than 60,000, a jump of about 17,000 in three years. Most of the increase consists of villagers who come in to work as laborers in the factories.

From West Germany came many advisers and engineers and some of their families. At one time the German community consisted of about 150, but now has dwindled to about 15 or so men. These Germans are the first foreigners many of the villagers coming to Kirikkale have had contact with, and consequently we three Volunteers remain "Germans," even after a year here.

As teachers, our efforts were centered around a crowded, colorless building which housed both the high school and junior high school in double sessions. More than 2100 students used this building, which by American educational standards would accommodate 500. Dave, Warren, and I each taught 21 hours a week.

Other Activities

Our other school activities included the English Club, which met three afternoons a week, and a teachers' course, which met three afternoons a week. In trade-school evening classes we taught one class apiece, three night a week. Dave, being an artist, helped several students with art lessons, and Warren gave two persons private English lessons in exchange for Turkish lessons. I spent many afternoons playing basketball in back of the school. The equipment was new this year, and I helped the gym teacher, who was introducing the game.

If social contact and cultural exchange are considered part of our job as Volunteers, then they certainly are the more enjoyable part. In the broad sense of the word, we were involved in this social aspect of our job every time we were out of our house. Most of our close friends and contacts were with teachers from the high school and the technical school. We spent many free hours in discussions of America, Turkey, and the customs of each. The teachers' room always had issues of the New York *Times, Time, Post, Life,* and *The New Yorker,* which were well used. In the spring we spent several Sundays on picnics and trips with teachers and students. We also often stopped in at the Teachers' Assn. for talk, coffee, and tea.

Many Social Contacts

Our social contacts outside of school were manifold. Shopkeepers, merchants, judges, lawyers, engineers, and factory workers would stop in on us at home in the evenings. On occasion we had people over for dinner or were invited out.

Perhaps one of the strongest features of the Peace Corps program is that success is not measured by a list of preconceived goals and narrow objectives decided on by a commission in Washington. Many more Volunteers will start and finish their two-year tours with the Peace Corps before anyone can determine the successes and failures of the organization, and what the best standards are to measure them. It is surely safe to say, however, that one big success of the Peace Corps is the immense individual experience that many Americans have been exposed to in foreign countries and the invaluable knowledge attained by Volunteers while trying to help others.

View of Success

Looking at "success" within this framework, I would say that we have been successful as Volunteers in Kirikkale. I would list our successes as teachers as:

- Arousing an interest in learning English among some students and teachers who otherwise would probably not have pursued it.
- Collecting a great deal of experience and practical knowledge about teaching English and teaching under circumstances strange to us.
- Raising the level and knowledge of students who were willing and anxious to work extra hard at it.

Our biggest failure, and one not to be lightly brushed aside, was probably our inability to alter the standard of English among the average student under average classroom conditions. Basically this must be blamed on our language limitations. Our Turkish, especially at the beginning, did not permit us the best possible discipline or the best possible teaching of English grammar. As time went by, all three of us began to feel much more effective towards the end of

LESSON IN THE SUN is taught by Carolyn Holm (second from left) of Santa Barbara, Cal., on balcony of her apartment to students seeking extra instruction in English. Volunteer Joan Hammer of Hillsdale, N.J., sits at right, listening in. Balcony overlooks city of Bandirma, which lies on inlet (see background) of Sea of Marmara, separating European and Asiatic Turkey.

spring semester, and we have higher hopes for next year.

Socially speaking, we are much more gratified about the results of our stay. As Americans living not as tourists or government officials *but as members of the community*, we gained insight into many aspects of Turkish life. Also we found friends asking questions about such things as our racial problems, our foreign policy, and other matters about which they were curious and critical.

In brief, we found ready acceptance of and sympathy with the idea of the Peace Corps, and it seemed as though the Peace Corps was a password allowing us a glimpse into many things we might otherwise have missed. We also found people ready and demanding to learn how we do things as Americans and why we do them that way.

Rewards, Yes, But I'm Still Looking

Volunteer David Kunkel of Pocatello, Idaho, earned his B.S. in agriculture from the University of Idaho, in 1960.

By David Kunkel

After a year in the Peace Corps most Volunteers begin to wonder what they have accomplished. Things which started with the rush of training in the U. S. have been tempered by time and experience to produce a realistic view of the problems of working in another country.

In Turkey, the problem is that of one's position within the existing structure. The Volunteer must find his place in an already thoroughly developed division of the burgeoning whole of Turkish government and learn to work within the extreme limits it imposes upon him. Teachers must use an ineffectual but government-approved textbook, and innovations—even such simple things as an English club—require explanations and justifications which would tax an experienced diplomat. Nevertheless, teachers do have a place within the existing framework.

The eight agricultural Volunteers, however, have spent a year seeking a position in which they can work effectively. The level of agricultural planning is so advanced and competently staffed that although the agricultural techniques actually employed in the villages are generally rather primitive, the Dept. of Agriculture felt it could not use middle-level manpower, particularly that which hadn't fluency in Turkish. As a result, only one of our agricultural Volunteers is still on his original job. Two are beginning new projects, and some have shifted jobs as many as three times to find a channel through which their skills could be utilized, either at government or village level, rather than just filling time with make-work.

Upon arrival, the agricultural group had a brief introduction period in Ankara to meet some of the people working in Turkey. From there, we moved to the Soil Conservation Service training center at Tarsus, for a week of study before going on our jobs. At first, we were all placed in Mersin, because it is on the southern coast, where the working season is longer. Jim Bertenshaw (Mill Valley, Cal.) and Rich Rothwell (Bellflower, Cal.) worked with the Forestry Dept. on a eucalyptus plantation doing supervisory work on cutting and planting of trees. From there they moved to the Forestry Research Institute in Ankara. Here they felt that they have been better utilized and are doing more productive work. They obtained some ponderosa pine seed from the U.S. to determine its adaptability to the conditions here. During the past several months they have been working in the forest regions doing research work on pine stands.

Ken Dabbs in Shop

Ken Dabbs (Jerseyville, Ill.) is working in the Forestry Institute repair shop doing work in general mechanics, demonstrating methods and practice. He is the only one still in Mersin.

Ken Young (Salinas, Cal.) and Bob Nunn (Edinburg, Tex.) worked with the Agricultural Extension Service in Mersin, where they spent much of their time in an office and took only occasional trips around the province to see what the Extension Service was doing. To speed matters up, they transferred to other projects. Ken worked with the State Planning Organization for a while and is now in a village near Izmir working on a poultry project with Al Carpeno.

Al (Norwood, Mass.) worked in the repair shop at the Soil Conservation Service in Mersin until moving to Izmir. The poultry project is co-ordinated with CARE, which is furnishing most of the materials needed. Al and Ken are building a 1000-bird unit for the school. Al has also planted a garden and has taken over supervision of the school garden. They have two orphan boys working with them and have also collected a small menagerie consisting of a donkey, a dog, a cat, and two rabbits.

Walter Salmen (Redwood Valley, Cal.) started doing drainage work with the Soil Conservation Service but was employed only part of the time. From there he moved to the State Planning Organization in Ankara, which is planning Turkey's first real community-development project. A pilot project is already under way in the Antalya region, and there are plans to begin a project in each of Turkey's five geographic areas. This is the first project in the country that works with long plans, village cooperation, and government backing. It has also proved an area in which a Volunteer has been able to work most effectively.

I started out at Mersin working in the Soil Conservation Service's land classification division. I was there four months, sometimes working and sometimes not. The work that needed doing seemed to me to be in the villages rather than in an organization that had enough trained personnel to do the job.

From there I moved to Ankara to

SHOP TALK engaged Al Carpeno (Norwood, Mass.) when he worked at heavy-equipment repair for Turkish Soil Conservation Service at Mersin. Al has now moved and is working in poultry-raising project near Izmir.

work in a farm-management program. Bob Nunn and I were to work in 10 villages, in which a survey had been made, trying to improve farming methods and later perhaps starting "felt-need" projects in some villages. We began by staying in each village for a week and returning to Ankara monthly for two or three days' work on the information gathered from the first visit. This program went fairly well, but the people with whom we were working decided that perhaps we might be more useful somewhere else. So with regret we discontinued this program. In time, we might have accomplished something.

Seeks Worthwhile Job

As I write this, I look forward to a job in which I can be of use. My experience here has been discouraging at times, yet somehow when I think back upon it, there are rewards, too, of making friends, giving information, and demonstrating things that will be helpful to someone. Certainly the experience will benefit me as much as anyone, but my hope is that it will also contribute something to the people with whom I have worked.

Ilgun, Sebahim, and Rafet

Joan Hammer of Hillsdale, N.J., received her A.B. in history from Bucknell University in 1962. She spent her junior year at the University of Edinburgh, Scotland. Last school year she taught English in Bandirma.

By Joan Hammer

I hate to type people, and I can't write about "the typical Turkish woman" because she doesn't exist. There are three different worlds in Turkey and therefore three "types" of women: the big city girl, the small-town girl, and the villager.

In Ankara, Istanbul, and Izmir, the typical girl would be like Ilgun, a pretty 19-year-old with bouffant hair, eye makeup, Paris-style clothing, fluent in English, and reading Sartre. She belongs more to the West than to the East. You can find her studying at a *kolej* or a university, and spending her spare time at the beach, cinema, or theater, dancing the Bossa Nova at a night spot, or just talking with friends at a European-style cafe. She dates boys and can probably choose her own husband, but she follows the strict rules of obedience and respect at home.

Sebahim is a different sort of girl. She lives in Bandirma, a town of 30,000, only four hours from Istanbul, but it could be a thousand. She is 24 and wears Western clothes, but not really chic ones. Her life is one of teaching, visiting, going to teas, reading novels, knitting, and an occasional cinema. She never dates and seldom talks to men. She may go to a holiday dance, but she must not dance more than once or twice if she is to remain a desirable match for a young man. Her family will choose her husband, but she may say yes or no.

Rafet, a village girl, might be considered "the typical Turkish woman" because villagers are more numerous and because she is the most different from us. She wears *salvar* (baggy pants) and wears her hair in many tiny long braids. When she goes out of the house she is seen, or rather not seen, in a long, black, cloth coat and a black *esarp* (scarf) which is placed in such a way that her face is all but covered. (In Turkish, the *s* in *salvar* and *esarp* has a cedilla, which makes it sound like *sh*.) She rises early and lives from the land, planting, reaping, grinding wheat, making bread, and baking it in an outdoor oven. She doesn't read, but she likes to listen as women swap stories and gossip while squatting on pillows. Her life is simple: she obeys her parents and is married at 15 or 16 to the man chosen for her by them. She then obeys him and works for him and their eventual children.

And what does a Volunteer do when faced with these three different persons? As wise old Sarge says, "Be flexible." When in the village, do as the villagers do, and so on. After working in a town like Bandirma, a trip to Istanbul, Izmir, or Ankara for business or pleasure, or a summer spent in a village like Rafet's Akcapinar forces us to make a rapid readjustment. We find ourselves putting on lipstick and high-heeled shoes and unbraiding hair in a bus going one way, and doing the reverse on the same bus on the return trip.

But there is never a dull moment, and although Ilgun, Sebahim, and Rafet are entirely different, each is to us a good friend and a valuable person in her own right. Not really being any one of these types, we carry with us a little of each of them as we travel back and forth between them. In this way we have learned a lot about all these women and have also told them something about each other.

So what? Every country has its rural, semi-urban, and urban populations. But the important thing is that in Turkey, as in other countries where a similar situation might exist, the cultural distances separating these three women are so great. Their lack of understanding of each other, their needs and their problems have brought about a situation in which affluence and poverty exist side by side. While one woman sips tea, an uneducated woman's 12th baby dies from improper care just minutes away, and no one knows, no one seems to care.

Can the "self-help" principle we've heard so much about succeed without communication and understanding between the Ilguns, Sebahims, and Rafets? Perhaps with what we have seen and learned, the Volunteers can help bridge the gaps in understanding which exist within our host countries, as well as those which exist between these countries and America.

JUNGLE DRAMA is performed by students of Volunteer Jean Zettlemoyer (Lehighton, Pa.), who teaches English in Bursa. One of her teaching methods is to let students write skits and then perform them for their fellow students. Here, a tiger (left) is dying as hunters look on.

Progress and the 'Fabrika'

Joan Phillips of Sunnyvale, Cal., graduated from San Jose State College with a B.A. in psychology in 1962. Last year she taught English in Karabuk, a new city near the Black Sea. Karabuk is the type of small city becoming more familiar as Turkish industry expands: a city whose reason for existence is a factory. Everything about such cities is different from the traditional towns—even large ones—which serve as agricultural centers.

By Joan Phillips

Karabuk is a small city of 35,000 located some three hours from the Black Sea. Its claim to fame is that it is the center of the Turkish iron-and-steel industry. In fact, the *fabrika* is the city's heartbeat.

Karabuk announces its status by rows of barrack-type factory housing and the number of "luxury" items, such as English-type bicycles and nylon shirts, in common use. From these signs it becomes apparent that Karabuk is wealthier than is the majority of Turkish towns because of the wages from the factory. Not uncommonly, shopkeepers and laborers supplement their small trade income by working part-time at the factory, and consequently there is an aura of greater-than-usual prosperity about the town. The affiliation of these men with the factory has clearly made a difference in their lives. It has similarly affected the lives of many young women who would normally have sat at home awaiting marriage but who now are employed in the factory offices.

The same effect is visible among the professionals and the *memur* (minor officials, usually high-school graduates). For example, almost all houses of doctors, lawyers, and engineers have refrigerators and automatic washers, and many of the *memur* houses we have visited also have them.

Buildings Going Up

Another feature of the city is the number of modern buildings in the Yenisehir (new city) and the extensive construction in progress. Apartment houses are being constructed primarily to cater to the large foreign population living in Karabuk. (*Foreign* here means *German.*) It is nearly impossible for "independents" (not connected with the plant) to obtain these new apartments.

The presence of this large foreign population has, in some ways, given Karabuk a cosmopolitan appearance. Within the last two months bacon has been introduced into the local market (Islam forbids the eating of pork); it sells under its German name. Simultaneously, a few brands of American candy bars have made their debut.

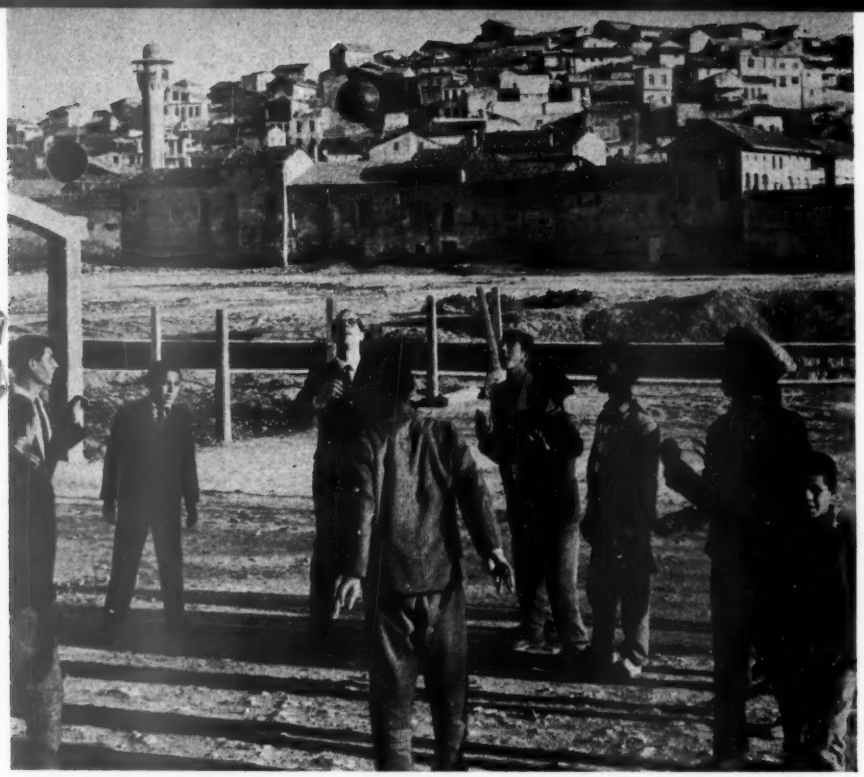
A newcomer would quickly observe that the words *Demir-Celik* appear everywhere, and he would just as quickly learn that these words mean the object was built, is owned or is operated, or both, by the Turkish Iron & Steel Industry, a government monopoly. One sees these words on items as widely disparate as the glasses in the Social Hall and the jerseyed chests of the basketball team.

Most towns in Turkey probably don't feel the discomfort of being so tightly controlled by one large organization, but they probably don't reap so many social and cultural benefits, either. During the course of our year in Karabuk, teenagers rocked and screeched to the frenzied beat of a jazz orchestra on three occasions. (In much of Turkey, an unmarried couple dancing can create a scandal of serious proportions.) On the occasion of the opening of a blast furnace, some factory officials gave balls featuring bands from Istanbul, and for one week in May one of Istanbul's largest dramatic companies performed a series of six plays.

Change in Many Lives

From our observations, however, it seems that only the professional and *memur* classes benefit from the social and cultural functions. Nevertheless the *fabrika* has wrought great change in many lives, and its influence will affect many more.

LATHE WORK holds attention of Volunteeer Kenneth Dabbs (left) of Oceanside, Cal., and a Turkish colleague in equipment-repair shop of Turkish Forestry Service in southern city of Mersin.



IMPROMPTU VOLLEYBALL after classes pits boys and their English teacher, Volunteer Larry Fisher of Seattle, Wash. His school is in Gaziantep (background), a city near Syrian frontier.

We Have Yank Visitors

Warren Pritchard of Carrollton, Ga., received his A.B. in history from Duke University in 1962. Last year he taught English in Kastamonu.

By Warren Pritchard

Unlike many countries in which the Peace Corps is working, Turkey has seen and lived with Americans for several years. NATO is a part of the Turkish vocabulary—as is PX. Despite this proximity of Turks and Americans, they have had little contact outside the main cities.

Partly for this reason, an American woman suggested a visit of a group of American high-school students from Ankara to one of the *lises* (high schools) in which the Volunteers are teaching. We thought that such a visit would be a good opportunity for our students to meet Americans of their own age and to see that the English language is more than reading simplified versions of *Gulliver's Travels* or a chronology of the Browns' trip to the seashore.

When we presented to our students in Kastamonu the idea of American visitors, they were enthusiastic and set about planning housing arrangements. We planned a program of activities to include a game of softball, a sport the Turks were very interested in learning. The big proposal, however, was that they present a play, in English, for their American guests.

We soon wrote a one-act play from Hemingway's short story, "The Killers," which I had used previously in one of my classes. After the actors were selected, they began the slow process of learning the proper pronunciation and stress of the lines, a task made even more difficult by the abundance of slang in the script. Within a month most of them had memorized the lines of the first and longest scene. In April we began practicing baseball.

Exchange Explained

In Ankara, American students were told of the trip. Volunteers in Kirikkale, near Ankara, made almost a dozen trips to the American high school to explain the proposed trip, to interview the students who wanted to make the trip, and finally, to brief those whom they selected. Ten students were chosen, but only seven were able to make the trip.

Turkish hospitality is as inevitable as it is intense, and we had no worries on that score. The seven students arrived, met their hosts, and went with them to their homes for dinner. But we still had headaches.

A week earlier, the boy who had the lead role decided not to be an actor, and we had to find a replacement. Although we had practiced the first scene of the play for two months, we had left the last two, shorter scenes to be perfected during the final two weeks. At the last rehearsal they were far from perfect.

Visited Classes

The Americans, four boys and three girls, came to school with their hosts Saturday morning and went with them to class. They were then invited to meet the principal in his office. They drank tea there for more than an hour while he played American jazz for them on his tape-recorder. Before lunch the guests were given a walking tour of the town. Then rain came pouring down. But at 2:30 the sun returned, and a procession of bicycles and carriages headed for a picnic spot two miles from town. After several innings of rather comical softball, the rain came again so we returned to town and to dinner.

By nine, the auditorium was full. With other Volunteer guests the number of Americans in the audience was 17. The lead actor arrived three minutes before show time, but the play proceeded from beginning to end without a mistake or a dropped line. We were as proud of our actors as they were of themselves.

The biggest attraction of the night, though, and the only one which drew an encore, was a Twist demonstration given by the American students at the end of the program. The Turks have rarely seen the Twist danced and never as it was danced that night in a town where little more than 30 years ago Kemal Ataturk began his campaign to rid Turkey of the fez and veil.

National Youth Day

Sunday morning we spent at the town stadium watching the students of the province celebrate the national youth day. After lunch at the school, the American students departed for Ankara and we went home to bed.

One single weekend was not enough for the students to feel completely at ease with each other but they were beginning to mix more easily when the time came for the American students to leave. The visit gave some of the Turkish students an incentive to learn English when they found that they could communicate, albeit simply, in the language. Probably more importantly, they disciplined themselves to complete a task that was in large part their own making. The visit was also the first opportunity that most of the Americans had ever had to meet, let alone live with, a Turkish family. Both groups, Americans and Turks, are talking about another visit next year. We hope it will include more students for a longer period of time.

BACKGAMMON BATTLE finds Volunteer Stephen Allen (right) of San Francisco playing with a friend in a village near Ceyhan, where Allen and Erik Olson (center) of Hockessin, Del., teach.

The Spark May Be Brief

Allan and Margaret Gall of Yankton, S. D., both received B.A.'s in English from Yankton College: Allan in 1961, Margaret in 1962. Last year they taught English in Cankiri.

By Margaret and Allan Gall

Our summer was outlined as a short-term attempt to bring some normalcy to the lives of the 60 children, aged three to six, at an orphanage in Konya. Except for a two-day seminar in Ankara, we had no training for the work, but a couple of days of observation gave us a long list of recommendations we could use as a starter.

Our primary goal became "getting the children off the rug," and we received a gratifying response at every suggestion of a hike (at first the children were afraid of every chicken and cow), drawing, cutting with scissors, looking at books and magazines, and playing store.

Imaginations which had lain dormant began to blossom with no real guidance from us. Listless whiners became aggressive enough to throw sand in the new sandbox. Some of the older children began to ask to be taught the alphabet. We realized that the simple acts of introducing the child to his environment and of seeing that available facilities became available to him were probably the most important need that we could help to meet. Fortunately, our contribution required no expert knowledge, and the rewards have been numerous.

Needless to say, frustrations and discouragement played their part, too. One of the greatest problems has been the traditional Turkish orderliness; the village women who care for the children understand that much better than they understand a child's need to explore.

Good Emotional Outlet

Papercutting can be explained as an emotional outlet for the children, but the mess afterward can substantiate the critics. The value of the sandbox comes into question when children spoon "ice cream" or "pilav" into each other's mouths and then dump the rest of the pailful of sand through the kitchen window. Letting the children feed themselves instead of spoon-feeding them creates plate-over-the-head and spoon-snatching hazards.

It is doubtful that our few weeks will have permanent effect on the institution itself, but we found our relationships with the children to be satisfying for us and for them, and perhaps their horizons have been widened.

Boys' Camp For Language

Stephen Allen of San Francisco, Cal., received his B.A. in 1962 from the University of California at Berkeley. He taught English last year in Ceyhan, a town in southeastern Turkey.

By Stephen Allen

Situated about an hour away from Istanbul on the Marmara Sea is the lovely little resort town of Pendik, Turkey. It is here that six other Volunteers—Jim Lepkowski, Gardner, Mass.; Warren Pritchard, Carrollton, Ga.; Monty Peters, Vancouver, Wash.; Erik Olson, Hockessin, Del.; David Long, Jasper, Mo.; and Sal DiBlasio, Norristown, Pa.—and I found ourselves working this summer.

Our project was a simple one, or so we thought when we first conceived it in January. We wanted to found a summer camp where we could teach English half a day and sports the other half. We wanted the participants to be the best students from the towns in which the Volunteers had been teaching. We wanted also to invite the Turkish teachers of English from the same towns in hopes of giving them a better understanding of America and of ways to make their English courses more effective.

We wrote up the plan for the camp in February. Immediate problems were where to hold the camp and from whom to get funds. The Peace Corps Representative began submitting the plan to various agencies of the Turkish government in hopes of finding a sponsor. Little happened for three months. In May, the director of Kizilay (the Turkish Red Cross) phoned for a meeting. Kizilay has a summer-camp program, and the organization was willing to incorporate our plan within theirs as an experiment. The camp they chose had all the facilities we needed.

Since our main objective was to teach English, we set our sights on this. We

Summer Projects

In a Peace Corps program composed of teachers, summer presents a problem and an opportunity. The Volunteers must be placed in a job in which they can work effectively in a very short period of time—in Turkey, generally about five weeks. This, their first summer, was an experimental one in which Volunteers were placed in a wide variety of small projects.

took the hundred boys selected by Volunteers for English training and divided them into three groups, according to ability. We then divided these three groups into classes of about 10 students per teacher. The set-up was as novel for us as it was for the boys, since for the past year we had found ourselves teaching classes averaging 75 students.

Every morning the boys had two hours of drill in grammar and conversation. In the afternoons we taught vocabulary that the students could use around the camp or in other, definite situations.

We then set out to organize a sports program. Next to teaching English, the most important thing we could do for the boys was to see that each of them went home knowing how to swim. Although Turkey is surrounded on three sides by water, we had very few of its people who could swim. So Monty Peters set up a program in which we took those who couldn't swim and taught them the proper skills. Those who could swim we taught safety and life-saving techniques.

Soccer Is King

In the other sports—volleyball, American football, tennis, basketball, and baseball—we soon realized that Turkish boys only like to play soccer (what they call football). If you introduce a new sport to them, everything is fine for the first five minutes. But once the novelty has worn off, the boys find some way to turn the game into soccer. I often walked out to the basketball court during the "free play" period only to see some small fellow trying to dropkick the ball in for two points.

Everything at camp worked out well except our plans for Turkish teachers of English. Because of the late date at which we were able to inform them of the camp, we found many of them already committed to other summer work; therefore we ended up with only three of these teachers. We hope to do better next year.

That was our summer in Turkey. It was fun and work combined to give an experience that I think neither teachers nor students will soon forget.

The following poem appeared in a volume of poems by Abdulkadir Unlu, literature teacher in Ceyhan, where Volunteers Steve Allen (San Francisco) and Erik Olson (Hockessin, Del.) taught English.

TO THE PEACE CORPS VOLUNTEERS

To Peace Corps Volunteers Erik Olson and Stephen Allen

Gold mine, to work
For humanity, to work
Makes Man humane.

The flower is beautiful on its branch
Love is beautiful in the heart
Man is on the road of humanity . . .

Tons of Books Going Abroad to Aid Volunteers

(Continued from page 1)

both school texts and literary matter, was evident in Peace Corps countries abroad. Some Volunteer teachers found themselves in classes with few or no books available for either instructor or students.

Teachers who had bookless classes considered themselves lucky if they had one text and a duplicating machine with which to provide copied material for their classes to study; other early Volunteers had to teach from information in their heads.

At first, books went out by ones and twos in response to Volunteers' pleas; now they are moving out by the ton.

The Peace Corps has bought—often at discounts of 50 per cent and higher—1,350,000 volumes. On the other hand, publishers—of books, maps, and encyclopedias—and other donors have contributed about a half-million new publications.

The quantities of books solicited by Volunteers and shipped to them by families, friends, or school systems are unknown, but the total probably is more than a million. One country alone has received more than 200,000, and various other countries have received private shipments of 10,000 or more volumes.

In addition, Volunteers have themselves carried thousands of books overseas, some from their personal libraries and others—perhaps two dozen—given them in Peace Corps training.

Booklocker Program

The book program received a big boost in 1962 with the shipping to each Peace Corps household abroad of a bqoklocker containing more than 200 volumes: recreational, educational, and instructional (i.e., graded readers for Volunteers' students and friends learning English).

An additional 1700 booklockers sent out this summer contained about 300 titles, but the cost per locker was about a third less than the '62 cost because of greater discounts and more donations and because the locker itself was cheaper (although lighter and stronger) than the kind used last year.

As part of Sargent Shriver's "Books for Africa" campaign, more than 95,000 books have been sent out in recent weeks in 350 reference libraries for schools where Volunteers are teaching.

A known total of 300,000 books has gone to Africa; the actual total may, in fact, be double that because large shipments have gone "person to person"—directly to Volunteers from individuals or groups in the U.S.

One continuing dilemma for the Peace Corps is the sort of home-front drive that collects books from attics and cellars. However well-meaning, such drives are often a waste of time since the books collected are likely to be of dubious quality, and the cost of shipping them would far exceed their value to the Volunteers. The Peace Corps cannot pay for the shipment of these books and encourages their donors to raise money for shipment.

In general, persons interested in supporting Peace Corps work by sending books can be most effective by donating $4 cash to Books USA (Box 1960, Washington, D.C.), a nonprofit group offering packets of books—something like CARE packages—for distribution overseas. There is a wide range of titles available.

One advantage of Books USA packets is that Volunteers receiving them can give the books away to individuals. Books sent by the Peace Corps must remain in the schools or community libraries designated, where they will serve as a continuing educational resource for host-country teachers and students.

New Sources in View

Prospects for an increasing flow of books to Volunteers are bright as new sources are discovered. A bonanza can, however, cause problems of its own in storage and transport: Masonic groups in the U.S. have offered two million books for the Peace Corps and the U.S. Information Service in one country alone—the Philippines.

Other new sources include the dependents' schools, operated abroad by the Defense Dept., and four Stateside institutions: Ohio Kiwanis, the North Carolina Board of Education, Operation Books International (Los Angeles) and Youth for Service (San Francisco), all four of which could yield 100,000 or more books each.

In addition to its exports of books, the Peace Corps is involved with programs aimed at increasing supplies of books written and published in the host countries.

The Peace Corps is encouraging Volunteers who are either writing or adapting works in host-country tongues to submit their completed manuscripts to local affiliates of Franklin Publications, a nonprofit group of American publishers eager to support and finance the publication abroad of worthy writings.

Furthermore, in Ethiopia, more than 30 Volunteers worked this summer in the Ministry of Education's program to write and publish texts for all secondary courses from seventh grade upward.

Andres Hernandez is Peace Corps Representative in the Dominican Republic. He studied Spanish history at Highland University in Las Vegas, N.M. Hernandez spent five years working in community development in Guatemala for International Development Services, Inc., before joining the Peace Corps.

By Andres Hernandez

The Peace Corps arrived in the Dominican Republic on July 11, 1962, only a few days after the much-publicized "sugar crisis" broke. Tension in the country was high at the time. Twenty-one young Volunteers went to work in this difficult climate.

Since then, appreciation for the Peace Corps' efforts has grown continuously.

Five more groups arrived in the succeeding months, and the arrival on Mar. 11 of 12 forestry and conservation workers brought the number of Volunteers on duty in the country to more than 140. This small group, however, has already played a large and important role in determining the sentiment towards the United States of both Dominican officialdom and of the *campesino*. Very few citizens have not felt some effect from the impact the program has had on the country.

Among the projects that the Peace Corps has sparked are:

- Self-help school construction
- Co-operative chicken-raising
- Co-operative hog production
- Co-operative rabbit production
- Well-drilling, for drinking water
- Well-drilling, for irrigation
- Demonstration truck gardening
- English instruction
- Adobe brick experimentation
- Leadership and citizenship training
- Reforestation and forestry control
- Co-operative organization
- Miscellaneous activities, including ballet, arts and crafts, education of the blind, physical education.

From the common citizen up to the strongest government agency, local elements have consistently contributed time and funds toward the success of the Peace Corps program. To attempt to list all public and private Dominican contributions would require several pages.

Suffice it to say that major credit for the success of the Peace Corps in the Dominican Republic belongs to Dominicans themselves. Equipment, supervision, housing, transportation, recreation have all been generously offered by the government to Peace Corps Volunteers.

Private enterprise, too, has from the first contributed generously to Peace Corps efforts. A list of some donations would include cement (100 sacks regularly each month), water pumps, housing facilities, medicines, seeds, transportation, lumber, plastic for covering adobe bricks, and land for truck-garden demonstration.

Certainly not the least significant contribution of the Dominican citizenry has been the wealth of imagination and creative energy that it has put at our disposal. Two groups of active businessmen are the Asociaciones Pro-Bienestar, one in Santo Domingo and one in Santiago.

ADULT CLASS in English keeps Volunteer Wesley Stewart of Toledo, O., busy in the evening. Daytimes, he works in community development in Santiago, the country's second city.

In Santiago, the businessmen's group has pushed an agricultural school, to open this fall of 1963. The school has received a Ford Foundation grant as well as technical guidance from Texas A. & M. and financial support from the U.S. Agency for International Development.

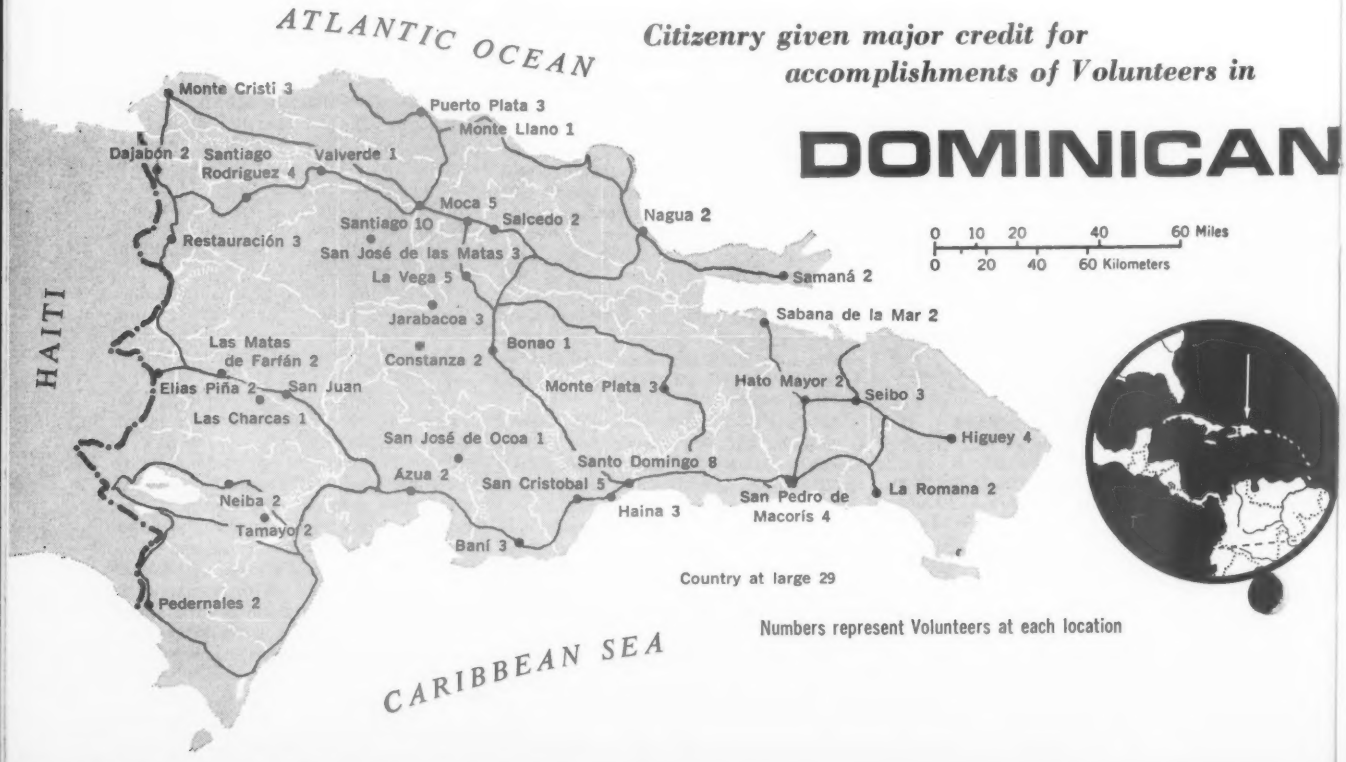
In Santo Domingo, the Pro-Bienestar has begun work towards a vocational school in Sabana de la Mar which should be ready soon for its first students.

The two new institutions should provide from 150 to 200 graduates a year in middle-level skills of both agriculture and manual arts, at present two of the most seriously shorthanded fields in the country.

But, of course, there remains that sector of society which is perhaps the real key to the necessity and success of the Peace Corps effort in the Dominican Republic: the ordinary *campesino*, the working man. As enthusiastic as have been the other socio-economic groups, the low man on the Dominican totem pole puts them all to shame with his willingness to learn, his eagerness to

Citizenry given major credit for accomplishments of Volunteers in

DOMINICAN



POTTERY made by a village co-operative is interesting to Robert Williams (left) of Framingham, Mass., and Harvey Hartley of North Lima, O. They suggested that villagers themselves hire truck to take goods to market rather than consigning output to middlemen, who have traditionally kept a major percentage of the profits.

Dominican Republic Facts

The Dominican Republic occupies two-thirds of the island of Hispaniola or Santo Domingo, largest of the Greater Antilles except Cuba. The other third forms the Republic of Haiti. Much of the country is mountainous. (Pico Duarte, standing over 10,000 feet, is the highest peak in the West Indies.) Yet there are considerable areas of fertile, arable land: the Cibao Valley in the north is exceptionally fruitful. A predominantly agricultural country, most of its more than 3,000,000 people work either in farm production or in related fields. The balmy climate allows a varied production, but emphasis is given to sugar cane, coffee, and cacao, which account for 85 per cent of Dominican exports. With the death of Rafael Trujillo on May 30, 1961, after 32 years of strongman rule, the country entered a period of transition under a council of state. Then in December, 1962, Dominicans went to the polls and elected a congress and a president, Juan Bosch. The elected government was seated in February, 1963.

SMALL TALK was one approach used by Jess Stone of Englewood, Col., a community-development worker, to try to raise money (about $20) for kitchen for the school, so students could have at least one hot meal daily.

N REPUBLIC

NIGHT JOB found Volunteer Donald Kaufman (Natick, Mass.), a community-development worker, helping Dominican citizens of Arroyo Hondo convert ruined Trujillo stables into four-room school. This was first of Alliance for Progress schools to be finished in the Dominican Republic.

succeed, and his enthusiasm to cooperate. Men, women, and children throughout the country come in off the street to ask what they can do to help.

In Arroyo Hondo, Jess Stone, Englewood, Col.) and Donald Kaufman (Natick, Mass.) have worked with the villagers until 10 and 11 p.m. on self-help school construction. For $1200 they have built a four-room school that will serve some 200 children, a construction job that would have cost anywhere from $10,000 to $14,000 on a contract basis.

In Santiago Rodriguez, Jim Finley (Downs, Kan.) and Don Cameron (Hammond, La.) have organized a chicken-and-hog club that now has some $20,000 in assets—for a government investment of not one nickel. In order to remain free of government dependency, these townspeople borrowed the money to get started rather than take a government grant.

Dominican volunteer workers in Higuey are completely staffing a pre-school well-baby clinic, which operates five days a week and treats some 50 children each day. This is supervised by Volunteers Lucille and Jim Stephens (Lemon Grove, Cal.) and Keith Olson (Albert Lea, Minn.), and it was built by Peace Corps and Dominican volunteers.

In La Baria, near Bani, Bennie Barela (Las Cruces, N.M.) has organized many successful activities, one of the most dramatic of which is a men's 4-H club. The major effort of the group is chicken-growing, and already it has made enough profit to finance individual projects.

Very inspiring is the physically handicapped young man, an active member of the club, who is not only raising chickens for a profit and looking forward for the first time to an independent life but also helping in other community projects. He rarely missed a day of work on the construction of the adobe school that the town is erecting. And yet this 20-year-old *campesino* has withered limbs from the hips down.

Sally Robinson (Baltimore, Md.) is teaching Dominican housewives nutrition and ways to make jellies, marmalades, and peanut butter. She does this in addition to her full-time job as teacher of English in the public schools.

This list could go on and on. For each Volunteer one could enumerate real and vital contributions that he has made and is making in the country. I recall a Dominican government employee who went out into the field on his day off to help a Volunteer complete a project begun earlier in the week. He remarked, "If you can work all during the week and on weekends, too, then surely so can we."

Perhaps this is some indication of the spirit with which the Peace Corps is affecting this newest Caribbean democracy.

LEARNING TO EARN and become self-supporting is this crippled young man who started chick project when Volunteer organized 4-H club in La Baria. With profit he realized from his first hundred chicks, $27.50, he bought more chicks. He also helped build the local school.

The First Family

Volunteer James Van Fleet of Scranton, Pa. earned a B.S. in political science from the University of Scranton in 1962. He is teaching English in Higuey.

By James Van Fleet

It often happens that a Peace Corps Volunteer trained in one field will spend his service in a field completely unrelated. But unusual is the project which grows out of a sleepless night and develops into a series of programs with far-reaching benefits.

Early in January, Peter Podolsky and his wife, Esther, both 61, of Chicago, Ill., arrived in La Vega, the third-largest city of the Dominican Republic. Esther was trained as an English teacher, and Peter as a community-developer. A third Volunteer, also an English teacher, Stephen Pulaski, of Worcester, Mass., joined them the following week after the Podolskys had found a place to live.

The Podolskys had been visiting Peace Corpsmen in a neighboring town. When they mentioned that they were house hunting, an interested gentleman offered them an abandoned farm house on property he owned near La Vega.

The Podolskys went to see the place and immediately were attracted to it. The house needed a good cleaning and paint, but it offered many possibilities, and they moved in. After one disturbing night, they discovered they were sharing the house with other tenants: a great, heavy-footed dog, who clumped up and down the stairs all night, and several families of rats, who acted right at home.

Having had experience as a rat exterminator on his farm in the U.S., Peter next morning went to town to buy poison. In talking with the townspeople, he learned that rats formed a considerable portion of the population-in-residence, were of ancient lineage, and lived intimately as part of the household in the most luxurious houses as well as in the most humble cabins, in warehouses, in hospitals, in the prison, in the market place—all over.

Peter decided to do what seemed immediate and important with whatever tools he had at hand or his wits could devise. Thus, his first project was born: a city-wide rat campaign.

After ridding his own place of rats, Peter performed a similar service for the president of the Ayuntamiento (city council), in this way winning a valuable ally for his campaign.

Poison Supply Sought

Step one was to get poison from the Dept. of Agriculture; step two, to obtain corn meal of a quality unsuitable for humans; step three, to get the Ayuntamiento to build 180 wooden feeding stations. Next to come were the paper bags; then filling the bags with the poisoned corn meal; then a campaign by radio and newspaper to instruct the people how to use the poison and inform them of its advantages and potential dangers. Then came the placing of the rat stations, and the training of two employees of the Ayuntamiento to keep the stations supplied with bait.

To control breeding sites, Peter persuaded the Ayuntamiento to buy two garbage trucks which, added to the old

ones, made possible an increase in pick-up and disposal of refuse.

The two rat men trundling their cart through the city have become as familiar a sight as the bootblacks. Rats by the thousand died and were hauled off. These visible results gave Peter rapid entrée into the hearts of Veganos and into the confidence of the Ayuntamiento. But Peter describes his campaign this way: "This process is important in many ways, but mostly in this: the Peace Corps began the project and involved the people in its execution. They have been on their own entirely now for five months, and they have learned that they can carry a project through."

Now he is using the local Agricultural Extension Bureau staff to extend the service to the rural areas. Responding to popular persuasion, he is contemplating a cockroach campaign if he can get equipment more efficient than a Flit gun: he has resolutely refused to take on the bed bugs. But rats began Peter's involvement with La Vega, and its involvement with him.

The rat campaign did not, however, take up all his time. Andres Hernandez, the Peace Corps Representative, had told Peter that he would be most helpful if he could introduce hybrid corn to the country during his service. As is common in underdeveloped countries, a critical shortage of livestock feed holds down meat production sufficient for human needs. To begin, therefore, a field on Peter's farm had to be prepared, and seed corn, fertilizers, fungicides, and insecticides acquired. A hog barn had to be built and bred sows obtained. In a poor country, the acquisition of almost anything is a major project. Peter had to make many visits to the capital before his project could move ahead.

Stirred Up Officials

He had to shake governmental bureaucracy, both Dominican and American, to action, but his stubborn and unremitting persistence got him almost everything he needed; the rest he had to borrow or do without. He got enough Roca-Mex hybrid seed corn for himself and 30 experimental plots, a tractor and a disk harrow from the Tobacco Institute, and the rest of the materials from the Dept. of Agriculture. The hog barn was made of scrap and native materials, with the help of workers whose wages were paid by the Ayuntamiento. The Peace Corps group in Santiago Rodriguez had received 17 bred sows from Kansas and had facilities for only 14. So three were sent to Peter. Three additional sows were given by the Agricultural School in Santiago de los Caballeros. The Elmhurst Construction Co. gave $300 as well as tons of gravel and sand for the construction of the barn and the purchase of five more sows.

Peter's purpose is to demonstrate the advantages of proper feeding under sanitary conditions and the crossing of pure-bred and native stock. His old friend, Father Lopez, director of CARITAS, provides broken and infested bags of wheat, corn meal, and dried milk for feed. With the addition of peanut meal and minerals, Peter has an adequate diet for his stock. In the course of time, as to all hard-working Peace Corpsmen, more blessings flowed. When Sargent Shriver visited the farm on his tour of the Dominican Republic, he asked what he could provide to help the program. Peter answered, almost facetiously, "Three bred Black Angus heifers." That night Shriver called Washington. An aide called Heifer Project Inc., which offered to donate the animals. AND they CAME. Now they have three beautiful, bouncing calves—regrettably all bulls.

A combination corn crib-cow barn has gone up, and the buildings now serve as a practical model of low-cost construction. The Ayuntamiento agrees that having men work on the farm is more useful than having them snip at grass, so it pays the wages of eight men. The Ayuntamiento is now spending almost $1000 a month on this and other projects.

After the death two years ago of Trujillo, several hundred squatters from the country moved into an old, abandoned hospital, El Humanitario. It became a self-contained slum. It has no light, no sanitary facilities, no water; it is swarming with naked, undernourished children.

During the rat campaign, the crew arrived to place rat traps in the building. The people were hostile and refused entrance to the crew. "No one wants to help us," they said. Peter persuaded them to give the traps a try, and the next day when he returned, he was greeted as a friend. The dead rats were evidence of the fact that he did care and wanted to help.

But El Humanitario, even without rats, was a blight. In the course of Peter's contacts with various government agencies, an offer of $10,000 was made for a housing project for these people. On his own, Peter dècided that the Veganos should contribute to match the $10,000. He wanted to develop a sense of involvement, to develop a feeling of social responsibility.

$10,000 Collected

Up to now, almost $10,000 has been collected, in sums ranging from $3500 from the bishop to weekly contributions of as little as 25 cents from each of the prospective tenants of the housing project. Many government agencies are now involved, and the program will be a model for further housing developments in the republic.

The Podolskys' farm house is always busy. If it is not filled with persons working on plans with Peter, or visitors seeing the corn and animal projects, there are students in class there or Volunteers passing through, many of them by chance at meal times. Says Esther, "Sometimes I feel I should give up teaching and become a full-time hostess."

The similarity of the names Podolsky and Pulaski has baffled their fellow Veganos. They are sure that even if, in fact, the Podolskys and Pulaski are not really parents and son, they must somehow be related. Everyone knows Don Pedro and Dona Estella, and their "son" Esteban. This Peace Corps family, no doubt the first in Volunteer service, has become an integral part of the community of La Vega.

SUDDEN SHOWER threatens to melt adobe bricks made by community-development Volunteers experimenting with building materials new to their area. They are Vernon Guilliams (left) of Butterfield, Minn.; Hill Phillips of Hinesville, Ga.; and John Greenough of Fort Smith, Ark.

They Love Bingo—in Braille

Volunteer Marilyn Brandt of San Antonio, Tex., graduated from the Texas School for the Blind in Austin and in 1961 received her B.S. in education from Southwest Texas State College. Marilyn is teaching at the National School for the Blind in Santo Domingo. She is blind herself.

By Marilyn Dee Brandt

My job as a Peace Corps teacher at the Escuela Nacional de Ciegos (National School for the Blind) in Santo Domingo offers many challenges and rewards. Sandra Ford, another Volunteer, and I are instructing classes, providing recreational activities, working to develop the program for vocational rehabilitation, and trying to broaden the field of abilities and aspirations of the blind people of this country.

There are 22 students in our school. Only five are of high-school age; the others are adults and are primarily concerned with learning skills which will allow them to live independently.

There are two full-time and two part-time teachers. The students learn Braille and handicrafts every day. Singing and general culture classes are held several times a week. Sandra's typing classes will be expanded next fall to include script and signature writing.

I teach activities of daily living—everything from learning to read a Braille watch and the use of the telephone to the manipulation of simple tools and electrical equipment. While learning practical mathematics, some of my better students became interested in algebra and the use of geometric tools. Since I am anything but a math major, I had to struggle to keep one step ahead. Next fall I will include world geography, health, and social courtesies in my classes.

The students have had very little planned recreation. We have sponsored several fiestas—and have served them their first American popcorn. They listen to our music, but prefer their native dances. Sandra and I have become relatively adept at the Merengue, and have confused them by introducing a Pablo Jones to a Merengue beat. They really took to Braille bingo, but they soon wanted to play for pennies rather than prizes.

This spring the teacher of Braille, the school secretary, and a student, attended a conference in Puerto Rico sponsored by the American Foundation for the Blind. Later they talked to officials of the foundation about receiving financial and advisory help for our program.

From New York we got handicrafts materials. With them, our students are making baskets and trays and weaving potholders. The Peace Corps donated canes, so travel classes are now a part of our schedule. We have been promised kitchen facilities and will begin classes in home economics. A representative from the American Foundation is coming to assist with the planning of a program for the education, rehabilitation, and eventual job placement of students.

We are busy this summer with projects for next year. A library of taped classical music should give the students pleasure. We are making and Brailleing a relief map of Dominican Republic, and are labelling the maps which the school now has. Visits to the home of each student will give us insight into the attitudes and desires of the student and his family.

We have obtained permission for our students to sell candy, cigarettes, and magazines in Dominican government buildings. Peace Corps Volunteers are constructing the first vending stand. We can foresee chicken-raising projects, a broom-making workshop, and other fields of employment, but they will require time and planning. Our facilities are not sufficient for education and rehabilitation.

There are several hundred blind men, women, and children in this country who need and want an instructional center. The public must be shown that the blind are capable people who have much to offer society.

We are now awaiting the reopening of school because we gain our greatest encouragement from the eagerness and co-operation of our students.

TRICKS OF THE TRADE are disclosed to two farmers in pineapple plot of demonstration farm run jointly by Dominican Dept. of Agriculture and Volunteers Bernard Isaacson (left) of Brooklyn, N.Y., and Ed Brand of Seal Beach, Cal. Volunteers planted 1000 slips at demonstration farm.

Hatching a Club

Volunteer Edward Brand of Seal Beach, Cal., received his B.A. in English in 1962 from Long Beach State College. He is now stationed in Monte Plata, working in agricultural extension.

By Edward Brand

On a visit to the town of Yamasa, my partner, Bernard Isaacson (Brooklyn, N. Y.) and I talked to some boys interested in raising chickens. Out of this meeting came a decision to form a 5-D club (the Dominican equivalent of 4-H).

In following weeks we held meetings to discuss the proposed organization. Finally seven boys between 11 and 15 formed the club, elected officers, and set the chicken plan in motion.

Chickens were obtained through the co-operation of the local representative of Heifer Project, Inc. Since baby chicks need warmth, and Yamasa does not have constant electricity to run brooders, the chicks were brought along for four weeks in our house.

During this period we took the boys on field trips to study the construction

of *jaulas*, or chicken houses, and in time they built one to house 125 chickens.

After four weeks, we delivered 100 Plymouth Rocks to the club to raise for eating. The project was financed anonymously, the money to be repaid after the sale of the chickens. During our periodic visits to the club, we held short sessions on the care and raising of chickens.

At the end of 10 weeks the chickens were all sold. Nine had died and of the rest, several were sold while small. The club made $10 over and above paying off $15 for feeders and waterers. The backers were repaid, and the boys prepared to receive new chicks.

PAWING RABBIT are two members of 4-H club organized by Volunteer Dale Martin (Long Creek, Ore.). Rabbits are introduced as new source of meat supply to improve diet of country people.

Fruitless Labor

Volunteer Bernard Isaacson of Brooklyn, N.Y., received his B.A. from Brooklyn College in 1958 and a master's degree in economics in 1961. He is stationed in Monte Plata, working in agricultural extension.

By Bernard Isaacson

When we first arrived in the Dominican Republic, my partner, Ed Brand (Seal Beach, Cal.), and I and some others were assigned to agricultural duty in Santiago in the fertile Cibao Valley. This is the pineapple center of the country, and we soon developed a taste for a steady supply.

After a few months, Ed and I moved south to our permanent station in Monte Plata and soon discovered that there weren't any pineapples here. In Monte Plata, the crops are mainly rice and yuca. We wondered why we couldn't grow pineapples.

From our work in Santiago we had learned something about the fruit and its marketability. The farmers of Monte Plata told us they thought it would grow, but they had never tried it, and they—like a lot of farmers everywhere—were reluctant to try something unfamiliar We had several meetings at which we advanced our idea, and we concluded that the project was worth pushing.

Tests revealed that the soil was generally suitable, although it would need fertilizer. Everybody agreed to make a trial planting—provided we could get slips.

After some discussion, the Dept. of Agriculture shipped us 15,000 slips from Santiago. With our Jeep we sped distribution of the slips and helped in the planting. We put 1000 in at the demonstration farm we work co-operatively with the Dept. of Agriculture.

One incident stays in my mind as demonstrating the kind of day when we should have stayed in bed. For a week after planting, no rain fell, and we decided to water the demonstration plot. We rose at dawn and, using the Jeep and a 50-gallon drum of haul water, we worked eight hours, watering the plants a pail at a time. No sooner had we begun to rest our aching backs when the rains came.

As the plants began to take and grow, the farmers' doubts began to disappear, and many began to talk of getting more slips and setting the pineapple up as a regular crop. This would provide some diversification and yield a good cash return.

Everything appears to be working out well, and we're pleased with the project, except for one small detail. Due to the long growing time of pineapple, we won't be around to eat any.

Variety a Specialty

Volunteer Frederick Kalhammer of Philadelphia, Pa., received a B.S. in marketing from St. Joseph's College in 1962. He is a co-operative assistant in San Pedro de Macoris.

By Fred Kalhammer

The Peace Corps arrived last January in San Pedro de Macorís, a bustling sugar port of about 20,000 persons, and has subsequently encountered a degree of friendliness and good will unprecedented in the east and perhaps in the entire republic. Situated in the heart of the extensive sugar and cattle plains which run along the Caribbean, on the south coast of the island, the town is surrounded by half a dozen sugar mills whose smokestacks soil the ever-blue tropical skies by spouting long streamers of brownish-black smoke.

With me here are William Brewer (Richland Center, Wis.) and Darnell Davis (High Springs, Fla.). One of our main objectives is to divert some of the energy devoted to the raising of sugar cane into other useful and beneficial channels. In this attempt we have constantly been aided by provincial and municipal officials and by administrators of the sugar mills who recognize the need for diversification.

On a number of occasions bulldozers have at our request been pulled off the job—even at harvest time—to clear land for an agricultural training plot, to pull up trees to make way for a baseball field, or to clear off shoreline destined to become a municipal beach. We want to plant 2000 coconut trees on this beach and have asked the Dominican Navy to dredge the bathing area.

A typical result of joint Peace Corps-Dominican effort was in the construction of a basketball-volleyball court. Posts and backboards were donated by and constructed at a sugar mill; earth-moving equipment and asphalt were provided by the Highway Dept.; lights for night play will be supplied by the Dominican Electric Corp.; painting, the construction of stands and a scoreboard, and other work will be done by the young people who will use the court.

Since almost all of the arable land hereabouts is either in cane or in pasture, most produce and poultry are brought in to San Pedro from elsewhere on the island. To eliminate long-distance hauling and to create another source of income for the local economy, we have introduced chicken-raising at three places. American breeds of fowl, larger and more tender than those breeds raised here, can provide a basis for co-operative poultry organizations among the unemployed.

We are planning to start, on land donated by a local co-operator, a 20-acre demonstration project for growing hybrid corn and cattle, horses and mules, goats, rabbits, and chickens. We plan to invite farmers to participate in this project as a means of bettering local methods and yields.

The formation of a regional softball

tourney, basketball and volleyball clubs for the new court, the reconditioning of athletic facilities abandoned in the recent political turmoil, the instruction of English to three separate groups in the evening round out our activities here. We are busy, but the experience promises to be an interesting and useful period spent in the service of the Dominican people.

A Round Trip To Culture Shock

An afternoon spent by a group of Volunteers in the Dominican Republic a year ago is probably one of the fastest recorded experiences "in and out" of cultural shock.

Members of the first group into the country, they were assigned to a farm destined to be converted into an agricultural school.

When they had been there a short time, they were asked to a "perico ripiao" one Sunday afternoon. A "perico ripiao," loosely translated, simply means *fiesta*, but literally it comes out "flustered parrot," a name mainly associated with the music: fast Merengues turned out by an accordion, a drum, and a *guiro* (a metal tube scraped for rhythm).

After lunch, the Volunteers walked up the road to the village and were soon dancing, talking, and joking. Things were going well, but the Volunteers began to grow uneasy. They were just learning Spanish, and not only speaking it but trying to understand it was a strain. As politely as they could turn down one drink of rum, so would another bottle be held out to them in never-ending hospitality.

Earlier they had promised to go swimming with a co-worker, and they felt somewhat relieved when midafternoon came and they could excuse themselves because of a *compromiso* (an obligation or promise).

But their hosts were unhappy; they had sensed the Volunteers' uneasiness and interpreted it to be a showing of disapproval, a refusal of hospitality and friendship.

Confused and not knowing what else to do, the Volunteers promised they would be back as soon as they fulfilled their *compromiso*. They hoped they could unwind a bit at the river in Santiago and come back fresh.

Insults Hurled

At the beach, however, they had problems: a group of anti-Americans hurled insults at them menacingly.

As the Volunteers drove back out to the village, their conversation died. Everyone was anticipating the worst.

The Jeep stopped in front of the house, and there was a slight hesitation.

DRILLING FOR WATER, both for irrigation and for human consumption, has occupied several Volunteers in dry regions of the Dominican Republic. The rig pictured here was found in a scrap heap and was put back into service by Volunteers Jay Jones (Fort Lauderdale, Fla.), Ray Valliant (Gravette, Ark.), John Barrington (Nacogdoches, Tex.) and Fred Kirk (Athena, Ore.).

Then one of them said, "O.K., big smiles. Let's dive right in!"

They did.

As everyone left the fiesta that evening and walked down through the village together, the night air was filled with the strains of "Hey, laudy, laudy, laudy!"

On returning to the party, the Volunteers had found their footing and forgotten their worry. They felt relaxed and happy to be at the party and even found they could refuse rum now with new friendliness and resolution. And no one seemed to mind.

The dancing had turned to singing and the Volunteers sang a few old songs they knew in Spanish and learned some new ones.

They sang American songs, too. And it was then that they introduced "Hey, laudy, laudy, laudy." It was easily adaptable to Spanish, and everyone was soon making up couplets.—**G. R.**

Boom in Co-op School-Building

Volunteer Charles Fleischner of Los Angeles, Cal., who spent the first 12 years of his life in Bolivia, studied engineering at the University of California at Los Angeles. He is presently a school building program engineer in Bani.

By Chuck Fleischner

CARE, in conjunction with the Peace Corps, is undertaking the construction of 15 rural schools in the Dominican Republic. CARE furnishes the building materials while the Peace Corps furnishes the technical help and does the community development. The total cost to CARE for each school is $1500. The community where the school is being built furnishes all the labor. A school takes three or four months to build.

The project is being financed by the American Legion Auxiliary. So far one school has been completed, and one other is in its middle stages of construction. The sites for three other schools have been chosen, and construction on these will begin soon.

The schools are one-room buildings with kitchen, dining room, and food-storage area. The size of the complete building is 1300 square feet.

The Volunteers live in the communities where the schools are being built. My partner, Larry Gilleland, (Snellville, Ga.) and I lived in La Baria while that school was being built. Vern Guilliams (Butterfield, Minn.) and John Greenough (Fort Smith, Ark.) live in Las Matas de Farfan.

The biggest problems we have encountered are logistical: where to buy the necessary building materials and obtain transportation.

Since the capital (Santo Domingo) is the only place where building materials can be purchased in quantity, and all our schools are in rural area where most roads are dirt, it is a problem to haul heavy building materials in, especially after a rain. Building materials we are familiar with are difficult or impossible to get. Therefore, we have to settle either for materials of lesser quality or materials that are completely unknown to us.

The communities where we have worked are extremely friendly and very eager to learn. Their attitude makes our work here very rewarding and fruitful.

At First It Was Frogs in the Pool

One of the most unusual projects involving Peace Corps Volunteers in the Dominican Republic is the Dominican Red Cross Aquatic Program. In early 1962, the Rev. Phillip E. Wheaton, who is a graduate of the National Aquatic School in the U.S., and Dr. Luis Fernandez-Martinez, the then President of the Dominican Red Cross, began to translate the textbook *Life Saving and Water Safety* into Spanish.

Two senior life-saving classes were given in the Dominican capital, Santo Domingo, in 1962 and a course in Water Safety Instruction was scheduled for the summer of 1963. No more life-saving courses could be planned because Padre Wheaton was unable to leave his congregation for the necessary time.

POINTERS ON HOGS are given to U.S. Ambassador and Mrs. John Martin by Volunteer Bob Myers of Murdock, Minn., as Bill Baucom of Raleigh, N.C., looks on (far left). Scene is farm school in rich Cibao Valley, near Santiago. The school was financed by businessmen, Ford Foundation, and Alliance for Progress to teach modern techniques to local youths. Boys in pen are Martins' sons.

Volunteers Picked

At this point Dr. Fernandez-Martinez asked the Peace Corps for Volunteers qualified to teach senior life saving throughout the Dominican Republic. Jack Jelinski (Minocqua, Wis.) and Neil McMullen (Park Ridge, Ill.), both former lifeguards and swimming instructors, had just arrived in the Dominican Republic and were picked for the project.

The Red Cross arranged for the use of the pool of the Hotel Matum in Santiago de los Caballeros, the second city of the republic.

Problems beset the life-saving course as soon as the two Volunteers reached the hotel. The pool was empty. No rain had fallen in six months, and nobody was sure that there was enough water pressure to fill the pool. When water finally did come, it was so dirty that the bottom was not visible in two feet of water. The Volunteers, used to 20-foot underwater visibility of the ocean and northern U. S. lakes, were dubious about the whole project. The frogs that swarmed into the pool were not encouraging.

Finally the opening day of the course arrived, as publicized on radio and in newspapers, and the Peace Corps began teaching life saving. Applicants who couldn't swim or read satisfactorily and those who decided they were not interested were dropped, and the 200 applicants were reduced to 35. Of these, 10 finally graduated.

The high attrition rate was expected because of the widespread lack of water knowledge in the Dominican Republic. Only a few persons have really developed swimming ability.

The course was repeated in La Romana. La Romana is on the seacoast, and swimming ability here was generally higher than it was in Santiago. Of 65 applicants, the Volunteers graduated eight. Another 15 completed the course but were too weak in certain subjects to graduate.

By June, instructors Jelinski and McMullen were teaching a final course in Santo Domingo and were arranging with the Central Romana and various companies in Santiago to sponsor the life-saving graduates at a coming instructors' course in July.

In four months the Volunteers had handled 400 students, had developed 25 fully capable lifeguards, and had raised over $600 for the feeding and housing of the Santiago and La Romana graduates for the course in Santo Domingo. They had built the program to a degree that a new department was created within the Dominican Red Cross. It is believed to be the first national aquatic program in a Latin American country.

The instructors' course on water safety was completed on schedule and the president of the Red Cross, Dr. Jaime J. Acosta-Torres, presented diplomas to the 23 graduates. Padre Wheaton retired after the completion of this course, and until January, 1964, when their best student, a 21-year-old man from Puerto Plata, takes over the department on a salary, Jelinski and McMullen will continue to serve the Red Cross.

Their work will include the establishment of beach and pool safety requirements, the co-ordination and support of the swimming and life-saving courses taught by the instructors, and the continued translation of necessary literature into Spanish.

GRADUATION PICTURE was taken upon completion of instructors' course taught by Volunteers Jack Jelinski and Neil McMullen (front, left and right). The Rev. Philip Wheaton, who was a leader in organizing Red Cross swimming courses in life-saving, is at the far left in the back row.

Crowds Tax Museum Capacity

(Continued from page 4)

and a messenger) have had any training in modern museology.

When I first arrived, the museum was a disconsolate sight. Hardly anyone ever visited it; there were few exhibits, and they were poorly displayed. A Mende assistant and I began a plan of reorganization. Exhibits were taken out of storage and arranged in the gallery according to categories: history, ethnography, and archaeology. We "made" space on the floor by suspending masks and other objects from the ceiling and walls. A store donated some discarded mannequins and we dressed them up in secret-society "devil" costumes collected from upcountry villages. The tribal headmen in Freetown were persuaded to donate exhibits representative of their tribes and the prime minister, Sir Milton Margai, lent us several large country cloths representing traditional weaving.

My assistant and I toured the provinces and collected a large number of old wood-carvings, masks, musical instruments, and weapons dating back to the days of intertribal warfare. The paramount chiefs were very co-operative, giving us food and lodging and providing guides to take us to some of the more remote villages.

We arrived unexpectedly in one village while the Poro Society was conducting ceremonies, and since it is strictly forbidden for a nonmember to see the Poro "devil," I was locked up in a hut with a group of old women. We sat there for about two hours with only a candle to illuminate the room, the women clapping their hands to prevent the spirits from harming us, while the Poro "devil" and its followers sang and danced outside.

In another district, on a back road between two isolated villages, we came across a Bundu "devil" with a large group of female attendants. The women refused to allow me to photograph the masked figure without the permission of the Bundu headwoman, who lived two miles away. When I suggested that one of them come along as a guide, all 20 of the women squeezed into the Land Rover along with the "devil," dressed in a large black mask with a bulky costume of black fiber. We must have been a ridiculous sight as the women sang and played their *segures,* instruments made from hollow gourds covered with beads, while the "devil" bounced up and down on the back seat.

Soon after, at the museum, we set up an exhibit showing the different stages in the carving of a Bundu mask and, together with a Volunteer teaching in Freetown, I made a model of one of the famous landmarks in Sierra Leone, the De Ruiter Stone. In 1664, De Ruiter, a Dutch admiral, destroyed all the English trading posts along the coast and carved his name on a large rock in Freetown. From an illustration in an old book, we made a replica of the flag once used by Bartholomew Roberts, a notorious pirate who terrorized Sierra Leone in the 18th century. Then we commissioned a local sculptor to make a life-size model of Bai Bureh, a chief who led a revolt against the British in 1898 during which 1000 Europeans were slaughtered. The figure of the old Temne warrior now guards the door of the museum dressed in a warrior's cap and gown, armed with a sword actually used during the Hut Tax Rebellion.

Visitors Needed

Having set up exhibits, we needed visitors. I made a large "Museum" sign and nailed it above the front door, where it would be seen by anyone passing down the main street. We experimented with opening the visitors' gallery on weekend nights and playing traditional music in all of the vernacular languages on a concealed tape-recorder. In a two-hour period more than 1500 persons came into the little building. I then arranged with the government printer to make up museum postcards showing our exhibits, and the leading hotel in Freetown agreed to sell them for us.

A "Visit the Museum" poster contest was held to encourage secondary-school students to take an interest in the museum. Some 300 boys and girls submitted entries. The winners were awarded prizes donated by local companies and were taken on an excursion to Bunce Island, where slaves were once kept before being transported to America and the West Indies. The posters were then displayed in downtown store windows. We employed some weavers to work their looms on the lawn in front of the museum and arranged for some musicians to play there on Friday nights.

All of these activities soon emphasized the unsuitability of the museum's building, which was never meant for housing and displaying valuable and perishable exhibits. Between 5000 and 6000 persons —laborers, market women, students, government officials, and visitors from abroad—visit the museum each week, crowding into a gallery with poor lighting and with ventilation inadequate to more than 40 persons at a time.

Other new countries of West Africa have recognized the importance of preserving the cultural past of their peoples and, within recent years, new museums have sprung up at Lagos, Dakar, Abidjan, and Accra. With this in mind, my colleagues and I are urging the government to replace the present museum with a well-equipped and professionally staffed institution to collect and preserve elements of Sierra Leone's history, customs, and culture which set it apart from its African neighbors.

A report which I prepared recently to outline the argument for a new museum has been approved in principle by the government, and financing is now being sought.

My association with the museum has been valuable and satisfying. I have had an opportunity to study the history and ethnography of Sierra Leone while coming to know many persons from all of the country's tribes. I have watched the museum grow in stature to the point where it attracts senior scholars from the University College of Sierra Leone while not losing touch with ordinary people. And not the least of my satisfactions will be my pleasure at seeing articles I collected upcountry on exhibit in the Sierra Leone Pavilion at the New York World's Fair next year.

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